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COVER DESIGN

The cover shows the Elwood Union Elementary School situated in a rich oil district in Santa Barbara County

William John Cooper



William John Cooper, teacher, scholar, citizen, has closed the book of life.

Throughout the state, men and women, learning of his passing, will uniformly remark, "He was the best teacher I ever had." Though uniformly successful as city superintendent, Superintendent of Public Instruction, and United States Commissioner of Education, his outstanding success was found in the classroom. He had the gift of drawing out the latent possibilities of those whom he taught. He clothed the dry bones of Latin with the flesh of reality so that it became a live, not a dead, language. History in his hands was transformed from a record of past events to a part of the daily lives of his hearers. Pupils became students.

Lacking the physique to indulge in the strenuous sports of youth, he early substituted therefor the rigid discipline of the student. No college course was too difficult for his mastery; no problem of administration too intricate for solution; no details of curriculum too numerous for his patience. No problem once attacked was allowed to remain unsolved. When completed it was as perfect as a skilfully cut diamond.

In discussion or conference he received the confidence of his conferees for he brought the richness of his scholarship to bear upon the subject under discussion. In matters of which he had not full information, he expressed no opinion, but sought the advice of those who were well informed. He had the rare quality of bringing to his aid those who were well trained and capable.

On one occasion when discussing teachers he remarked, "I have yet to find a teacher, who is sound morally, who is a failure. I hold that if she does not succeed the failure is mine as an administrator in not bringing out her capabilities and in emphasizing her weaknesses." This is a measure of the greatness of a man who did not hesitate to recognize his own limitations and to admit them openly.

As a student of government he was fully conversant with the foundations upon which this government of ours rests. He was an ideal citizen of a democracy bringing to bear in consideration of her problems, knowledge, integrity, and loyalty. He believed in the future of his country and never faltered in offering constructive criticism for her development. He was forthright in expressing his views and so alienated followers whom a less direct person would have held.

Peculiarly sensitive, he had the courage to suffer his hurts without complaint. Through a long public life no taint of suspicion was ever attached to his acts. His life, private as well as public, was as Theodore Roosevelt expressed it, "as clean as a hound's tooth."

At the time of his death Dr. Cooper was journeying to California to assume a position at the San Francisco State College.

Principal Responsibilities Facing Public Education in California

VIERLING KERSEY, *Superintendent of Public Instruction*

The principal responsibilities which will engage educators in California in the immediate future grow out of past accomplishments and must be formulated in terms of existing conditions. A brief summary of certain of the more important accomplishments made in public education during the past five years was presented in the previous issue of *California Schools*.¹ During the last two years the State Department of Education was chiefly concerned with a group of problems or issues² which arose from the situation prevailing at the beginning of the period. Progress has been made toward the solution of these problems.

In attempting to formulate plans for the future it seems more appropriate at the present time to designate the activities which should engage us as principal responsibilities, rather than in terms of problems or issues. The problems which now confront us are distinctly professional in nature rather than of a debatable character from an educational viewpoint. These problems may well be grouped under the heading of certain comprehensive subjects and be classified as principal responsibilities for the immediate future.

In view of the definite accomplishments which have been made during the past several years and in view of current conditions in American life and in American education, the principal responsibilities confronting public education in California may be stated as follows:

1. The new school is to be the product of the new curriculum.
2. Federal-state relationships in educational matters will be clarified.
3. Administration is responsible for the professional improvement of teaching personnel.
4. The structure of public school finance must be continuously improved.

¹ Vierling Kersey. "Recent Educational Accomplishments." *California Schools*, VI (September, 1935), 315-319.

² Vierling Kersey. "Major Problems Confronting Public Education in California." *California Schools*, IV (August, 1933), 253-255; "Reorganization of School Districts and Units of Administration in California." *California Schools*, IV (September, 1933), 287-289; "Tenure of Professional Personnel." *California Schools*, IV (October, 1933), 311-312; "State Support of Public Education." *California Schools*, IV (November, 1933), 357-359; "Public Education and the Public." *California Schools*, IV (December, 1933), 384-386; "Reorganization of Educational Programs." *California Schools*, V (January, 1934), 3-4.

Reports from the 1934 Conference of California Public School Superintendents. State of California Department of Education Bulletin No. 20, October 15, 1934.

5. The new education demands new administration and improved organization.
6. Successful programs of public education demand adequate plans for public relations.

The responsibilities indicated above are discussed briefly in the following paragraphs.

The New Curriculum

Changing conditions of American life and changing conceptions of the purposes of public education have brought about significant contributions to curriculum revision. Indications are that the next few years will witness increased activities on the part of educational leaders in the field of the curriculum. Among the points of emphasis in the new curriculum the following are practically certain:

- a. Increased attention to current social, civic, and economic problems.
- b. Increased adaptation of curriculum materials to meet individual differences.
- c. Selection of curriculum materials in accordance with research findings on relation of maturity levels of learning difficulty.
- d. Increased integration of curriculum materials.
- e. Increased emphasis on training in solution of life problems.
- f. Cultivation of ability to arrive at conclusions based on impartial study of facts.

Although the new curriculum represents many new approaches to the accomplishment of educational objectives, many fundamental considerations remain the same. The public schools have always emphasized the development of patriotism. Current conditions demand vigorous attention to this important aspect of citizenship. The repeal of the eighteenth amendment has increased the schools' responsibility for instruction on the subject of alcohol. In this connection the State Department of Education has prepared material for teachers published in bulletin form and distributed to schools of the state.¹ The attention of the entire country has been focused during recent years, and particularly during the last few months, on problems connected with crime. The school has a definite responsibility in this connection. A principal program of character education should form an integral part of every school curriculum.

¹ *Suggestions for Instruction Concerning Alcohol, Tobacco, and Narcotics.* State of California Department of Education Bulletin No. 13, July 1, 1935.

The Relationship of the Federal Government to the States in Educational Matters

During the past two years the federal government has assumed a greatly increased responsibility for education in the several states. This increased responsibility has in a large part been the definite result of the general economic situation prevailing over the entire country. Probably the most important responsibility undertaken by the federal government in this connection is what was called the emergency education program. The purposes of this emergency education program fostered by the federal government have been: (1) Extension of relief to unemployed teachers by providing educational work for them; and (2) provision of certain types of educational offerings hitherto unavailable or restricted in their scope to the general adult population of the country, more especially to the unemployed. To accomplish these purposes certain moneys appropriated for the national relief program were set aside and earmarked for education. Allocations were made to the several states on the basis of population and need. The moneys were used to pay the salaries of teachers employed under the emergency education program.

A second major function assumed by the federal government in connection with education has been in connection with grants or loans to school districts for the purpose of erecting school buildings which could not be adequately financed locally.

Of particular significance is the youth program recently announced by the federal government. Details of the plan are being completed and forwarded to local school administrators. Throughout the nation the federal government will sponsor a program of activities designed to equip youth better to meet the conditions of a changed and changing social and economic order. The tragedy of millions of youth leaving high school and college with little hope of finding opportunity for gainful employment is one which challenges education to provide additional educational, recreational, and social opportunities for these young persons. In California perhaps more than in any other state in the union the national youth program offers opportunity for those in secondary and higher education better to meet the vital needs of youth.

The responsibilities of the federal government to education are continuing. Enormous differences among the states in ability to support adequate educational programs will undoubtedly place the federal government in the permanent position of providing financial assistance to the states for educational purposes. Such a permanent program requires for its development the best thought and effort which educational leaders may bring to the solution of the many problems involved.

The Professional Improvement of Teaching Personnel

The continued professional improvement of teaching personnel is always one of the first responsibilities of the educational profession. As economic conditions gradually improve it is possible again to emphasize this important responsibility which may to some extent have been forced into a subordinate position during the immediately preceding years which were characterized by financial stress.

There are two aspects to this problem: (1) The training of persons preparing to enter the teaching profession, and (2) the continued training of teachers in service. The first aspect, although primarily a responsibility of teacher training institutions, involves all public school officials since it is the public schools which are to be served. The continued professional growth of teachers in service is a primary responsibility of local school superintendents but involves the cooperation of teacher training institutions. Of foremost importance in any teacher training program is the type of training which will fit the teacher to participate effectively in the development and carrying out of the new curriculum.

Improvement of the Structure of School Finance

California enjoys a system of public school finance under which education receives generous support from the state. The recent enactment of the Riley-Stewart tax plan under which the state assumes financial responsibilities for education formerly borne by the several counties was a long step forward toward the development of an adequate system of school finance. Progressive as this legislation was, however, there is a real need for improving the structure of school finance so that inequalities between local school districts as regards educational offerings and school tax burdens may be equalized. The fact that the state now contributes a major share of the financial support has obscured somewhat the vast differences between districts in ability to support education. An equalization plan for the apportionment of state school funds should be one of the chief objectives of all school administrators and of all citizens interested in the welfare of public education.

Such an equalization plan should take into consideration the needs of rural districts throughout the state for pupil transportation. Another important element in the equalization of educational opportunities and school tax burdens concerns schoolhousing facilities. At the present time large numbers of school districts located in almost every county of the state are financially unable to provide adequate schoolhousing facilities. One of the greatest needs as regards the structure of school finance is the development of a financial plan which will make possible the provision of adequate schoolhousing facilities for the thousands of children in attendance in such districts.

Educational Organization and Administration

Continued responsibility for the improvement of existing educational organization and administration must be met. The efficiency of educational programs is dependent in a large measure on the effectiveness of organization and administration. This principle is so obvious that there is danger of losing sight of the continued responsibility which educational leaders must accept in this connection. As has been pointed out many times during previous years, the existing district system of organization is possible of great improvement. Although repeated efforts have been made to improve this condition and committees representing the best thought in the educational profession have been at work on the problem, as yet no satisfactory solution has been reached. The improvement of existing organization of school districts is a problem to which the efforts of all school administrators must be directed until a satisfactory outcome is reached.

With regard to school administration and school administrators the same things may be said that have already been said with reference to the professional improvement of teaching personnel. School administrators must assume a position of leadership in this regard. As administrators assume responsibility for their own professional improvement they are in a much better position to lead those under their direction toward similar growth.

Public Relations and Education

The relationship between the institution of public education on the one hand and the general public on the other determines in a large measure the ultimate success of the educational program. Two aspects of relationship between the school and the public should be continually stressed:

1. The endeavor on the part of the school to be informed concerning current public needs.
2. A continuous program for interpreting the school—its purposes, methods, and needs to the public.

A host of means and devices are available in this connection, such as the press, the radio, the motion picture, school exhibits, and, most important of all, the school child. Confidence of the public in its schools, based on a mutual understanding of purposes and needs, will bring about the best type of public relations. Public relations must not simply be taken for granted. A continuous program which has as its object the interpretation of education to the public is always one of the principal responsibilities which the profession must face.

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decisions

Attendance of Elementary School Pupils

Under School Code section 3.174, an elementary school pupil residing in one elementary school district may attend in another without the consent of the governing board of the district of residence, where the pupil has the consent of the governing board of the district of attendance and the consent of the county superintendent of schools having jurisdiction over the district of residence, and, there being no provision of the School Code implying that the district of attendance is not entitled to credit for the attendance of such pupil, the attendance of such pupil must be credited to the district of attendance. (*McClerkin v. San Mateo School District etc.*, 90 C.D. 264, --- Pac. (2nd) ----)

Insurance by School Districts in Mutual Fire Insurance Companies

A school district may, under School Code section 6.2, insure school property in a mutual fire insurance company organized under the provisions of Deering Act 3729, School Code section 6.2 not being in violation of section 31 of Article IV or section 13 of Article XII of the State Constitution when the assessments payable to a mutual fire insurance company are limited as is the situation in the instant case. (*Müller v. Johnson, et al.*, 90 C. D. 195, --- Pac. (2nd) ----)

Appellate Court Decisions

Negligent Operation of School Buses

Where it appears that a driver of a school bus saw a car approaching some distance away at a rapid rate of speed with two of the wheels slightly over on the wrong side of the road and the bus driver was driving the bus at a speed of 15 miles per hour and as far over on his side of the road as a bridge rail would permit, but which was not far enough to avoid a collision, there is abundant evidence to support a finding that the bus driver was not negligent. (*Bates v. Escondido Union High School District etc., et al.*, *Foy v. Grossmont Union High School District etc., et al.*, 82 C. A. D. 637, --- Pac. (2nd) ----)

Attorney General's Opinions

Allocation of Balances in "Fair and Exposition Fund"

The balances in the "Fair and Exposition Fund" on June 30, 1935, may be allocated, in accordance with the provisions of section 13 of the Horse Racing Act (Chapter 769, Statutes 1933, as amended) as amended by Chapter 515, Statutes 1935, on September 15, 1935, when said Chapter 515, Statutes 1935, becomes effective, to the State Emergency Relief Administration, the California Polytechnic School and the University of California. (A. G. O. 10121, August 19, 1935)

Application of Tenure Law to School Nurses

A school nurse possessing the qualifications prescribed by School Code section 5.485, who has been regularly employed in a position requiring certification qualifications for more than three years by a school district having an average daily attendance of more than 850, is a permanent employee of the school district by virtue of School Code section 5.500.

School Code section 5.502, dealing with administrative or supervisory duties, does not affect the status of the school nurse in question. (A. G. O. 10190, September 14, 1935)

Bonds Required to be Furnished to State Board of Education by Authors of Materials Adopted by Board

School Code sections 6.270 and following compel the State Board of Education to require authors leasing to the Board the right to use materials prepared by such authors in textbooks and teachers manuals published by the Board to furnish a bond where the authors are required to keep the materials revised, free from errors and up to date, as may be required by the Board. (A. G. O. 10178, September 12, 1935)

Crediting of Attendance of Pupils

The attendance of pupils residing outside the boundaries of a union elementary school district, but attending in the union elementary school district, must by the application of School Code sections 2.252, 2.253, 4.770 et seq. and 4.880 et seq., be credited to the elementary school district in the union elementary school district in which the schoolhouse wherein they attend is located. (A. G. O. 10166, September 12, 1935)

1935 Amendments to State Teachers' Retirement Salary Law

In administering the provisions of School Code sections 5.1040 and 5.1041 for the remainder of the school year 1935-1936, following

September 15, 1935, when the 1935 amendments to said sections (as contained in Chapter 613, Statutes of 1935) become effective, the sum of \$24 payable for the school year 1935-1936 by each person subject to the provisions of the state teachers' retirement salary act should be divided by the number of salary payments to be made to such person during the remainder of the school year 1935-1936, following September 15, 1935, and the sum so obtained should be deducted in the manner required by law from each such salary payment.

In administering School Code sections 5.1063 and 5.1064, as added by Chapter 613, Statutes 1935, deductions from the salaries of persons making deposits in the annuity deposit fund can be made only from salary payments made subsequent to September 15, 1935, when said Chapter became effective, despite any provision of School Code section 5.1063 to the contrary.

The repeal of School Code section 5.1043 by said Chapter 613, Statutes of 1935, makes no person coming within the scope of the state teachers' retirement salary law exempt from making contributions and deposits set forth by the law, and deductions must be made from the salaries of each person coming within the scope of the act, as provided in School Code sections 5.1040, 5.1041, 5.1063 and 5.1064.

Amounts deducted from the salary payments of the employee of a school district under School Code sections 5.1041 and 5.1064 should be kept by the governing board of the district in separate funds in the county treasury to the credit of the district until such time as they are paid over to the county superintendent of schools. (A. G. O. 10187, September 12, 1935)

Effect of Election to the Governing Board of a School District of a Husband of a Probationary Employee

Where the husband of a probationary employee of a school district is elected a member of the governing board of the district and takes office, the then existing contract of employment of the probationary employee is not thereby invalidated and the employee, by virtue of School Code section 5.401, continues in the employ of the district until dismissed in accordance with law. (A. G. O. 10204, September 21, 1935)

Purchase of School Buses

A school district may purchase a school bus and pay the purchase price thereof over a period in excess of one school year without violating section 18 of Article XI of the Constitution if the contract for the purchase of the bus is so prepared that the district agrees to rent the bus for the first school year involved and the district is given the option

of continuing the rental arrangement during each school year thereafter until the end of the period of time fixed in the contract without the district being obligated to continue such arrangement, and at the end of the agreed period title to the bus vests in the district without any further payment being made. (A. G. O. 10189, September 12, 1935)

FOR YOUR INFORMATION

AMERICAN EDUCATION WEEK

November 11-17, 1935, will be observed throughout the nation as American Education Week. This occasion is becoming of increasing significance in public schools public relations programs, and citizens throughout the country are responding to the call for cooperation with increased enthusiasm and in larger numbers. "The School and Democracy" has been selected as the theme for this year's observance of American Education Week. This subject is closely related to the fundamental objective of the occasion. It suggests the responsibility of the schools for maintaining the ideal of self-government and should cause the entire citizenry to renew its faith in American democratic government and in the institution of public education upon which it rests.

This year marks the fifteenth annual observance of American Education Week, which was established in 1921 by the National Education Association, the United States Office of Education, and the American Legion. The sponsors announce the following topics for special consideration during the week:

GENERAL THEME—THE SCHOOL AND DEMOCRACY

Monday, November 11	The School and the Citizen
Tuesday, November 12	The School and the State
Wednesday, November 13	The School and the Nation
Thursday, November 14	The School and Social Change
Friday, November 15	The School and Country Life
Saturday, November 16	The School and Recreation
Sunday, November 17	Education and the Good Life

The following quotation from materials published by the National Education Association on American Education Week is particularly appropriate:

THE SCHOOL AND DEMOCRACY

"The free common school is America's greatest gift to humanity. It belongs to the heritage of intelligent and responsible citizenship established by our pioneering forefathers. It is necessary to the success of our republic. The school is the surest guarantee of our personal

rights. It is the safeguard of our political liberties. It is the bulwark of our representative institutions. The school seeks to enrich and ennoble home life. It develops the skills needed in agriculture and industry. It helps to awaken ambition and to establish character. It emphasizes responsibility to the common good and the general welfare. The free school is the expression of a mighty faith. Because we believe in ourselves, in democracy, and in the future, we seek through the schools to improve the quality of our lives."

Many helpful materials to assist local school systems in the observation of American Education Week are available at a low cost by the National Education Association. These materials include a handbook, manuals for elementary schools and high schools, posters, leaflets for public distribution, gummed stickers for correspondence, and packets of various materials for various needs. A price list of these materials is available upon request to the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

EDUCATIONAL BROADCASTS

Education Today

The series of dramatic sketches on activities in our public schools will be continued on the radio program Education Today, sponsored by the California State Department of Education. During the school year dramatized sketches will be offered portraying actual classroom situations throughout the kindergarten, elementary, junior high, and senior high schools. The production of these sketches is directed by Norman Field and broadcast over station KGO on Saturday evenings from 6:30 to 6:45 p.m. as follows:

- October 5—A Mother Visits the Kindergarten
- October 12—The Kindergarten Visits the Zoo
- October 19—Activities in the Kindergarten
- October 26—Your Child Starts to School
- November 2—The First Grade

American School of the Air

The American School of the Air will open the 1935-36 series of broadcasts Monday, October 21, over stations KFRC, KHJ, KMJ, KWG, KDB, KERN, KFBK, KGB. The broadcasts will be given daily, except Saturday and Sunday, from 11:30 a.m. to 12:00 noon.

On Mondays the dramatization of important historical events will be given for the upper grades and high schools. On alternate Tuesdays a course entitled Treasure Trails in Art will be offered. The intervening Tuesdays will be devoted to literature. Geography for the intermediate grades will be broadcast on Wednesdays. Primary lessons

in music alternating with more advanced lessons planned for the intermediate grades will be the feature of the Thursday programs, as well as elementary science programs on the history of the earth. Vocational guidance for upper grades and high school students will be featured on the Friday programs, together with current events.

Dramatized Educational Programs

The following dramatized educational programs are called to the attention of educators. They are prepared especially to aid in classroom instruction and are given under the auspices of the Division of Adult Education, State Department of Education, under the Emergency Education Program.

NEW TRAILS, STATION KSFO, 2:30 P.M.

- October 5—The Story of the Vigilantes
- October 12—The Story of the Vigilantes, *Continued*
- October 19—The Story of the Vigilantes, *Continued*
- October 26—The Story of the Pony Express
- November 2—The Story of the Pony Express, *Continued*

ADVENTURES IN SCIENCE, STATION KLX, 8:30 P.M.

- October 4—The Story of Louis Pasteur, *Continued*
- October 11—The Story of Louis Pasteur, *Continued*
- October 18—The Story of Galileo
- October 25—The Story of Galileo, *Continued*
- November 1—The Story of Omar Khayyam

CALIFORNIA HISTORY, STATION KROW, 1:30 P.M.

- October 9—The Goldometer
- October 16—Judge Lynch
- October 23—Death Valley Party
- October 30—Death Valley Party, *Continued*
- November 6—Death Valley Party, *Continued*

National Health Campaign

Dr. Clarence M. Hincks, General Director of the National Committee for Mental Hygiene, will speak for the National Health Council in connection with its national campaign of Health for Today and Tomorrow over the Columbia network Monday, October 14, from 12:30 to 12:45 p.m. Dr. Hincks has chosen as his subject The Last of the Taboos.

The Cavalcade of America

The Cavalcade of America, a weekly dramatic picturization of significant moments in American history, will be broadcast over the Columbia network on Wednesday, October 9, between 5:00 and 5:30 p.m. It will depict the life and action of the American people through the years.

Trails of Yankee Trade

Trails of Yankee Trade, a new series presented under the auspices of the foreign trade division of the U. S. Department of Commerce, is broadcast by the Columbia-Don Lee network from 6:00 to 6:15 p.m. Tuesdays.

The narrator, known as The Yankee Rover, will take his listeners with him to India, Japan, South America, Mexico, and various European countries, wherever are sold goodly quantities of merchandise bearing the mark, "Made in U. S. A."

WINTER SPORTS FILM

A film showing the various kinds of winter sports in California has recently been completed by the Winter Sports Committee of the California State Chamber of Commerce. This film shows the many recreational opportunities afforded in the higher altitudes in California during the winter months, such as tobogganing, skiing, ski jumping, dog team rides, sleigh rides, fancy skating, and speed skating. The film also shows many interesting activities now being carried on in California that were formerly associated only with localities having a much colder climate. The film is distributed free to schools and colleges by the Winter Sports Committee, California State Chamber of Commerce, Ferry Building, San Francisco.

EDUCATION EXHIBITS AT CALIFORNIA STATE FAIR

The education exhibits at the 1935 State Fair portrayed in a vivid and colorful manner many of the activities carried on in the public schools of California. Numerous exhibits showed in a striking manner the trend in progressive education throughout the state. The development of creative expression by children was especially noticeable in the many projects of varying types made and displayed by the children.

The educational exhibits were better organized and attracted more attention than at any previous State Fair. The patrons expressed high commendation for the work done by the children in the schools and, as a result of their visit to the exhibits, better understand what the schools are doing for their boys and girls.

The State Department of Education appreciates the fine support given to the exhibits by the children and teachers who worked so earnestly to make the displays successful. The Department feels that this is one of the best opportunities available to bring before the public the work of the public schools and urges school officials to use this opportunity of bringing to the public a true picture of the work of the public schools of California.

The State Department of Education sponsored an exhibit showing the use of talking motion pictures in modern education. This exhibit drew crowds of patrons and demonstrated the value of motion and sound pictures in the classroom. Visitors expressed themselves as most favorable toward the use of motion pictures in classroom instruction.

The department wishes to recognize the services rendered by Tom J. Ayres, who so kindly loaned equipment and demonstrated the use of talking pictures as an aid in classroom instruction. Recognition is also given to Hale Bros. of Sacramento for the loan of materials and equipment which materially aided in making the exhibit successful.

AMERICAN RED CROSS SAFETY PROGRAM

The American Red Cross announces a nation wide safety campaign to be launched in the form of two new programs:

1. First Aid on the Highway—to establish a network of stations, marked and equipped with first aid supplies and manned by men trained by the Red Cross in first aid.
2. Home and Farm Accident Prevention—with the emphasis on prevention and first aid as a by-product. In this program homes are to be inspected so that hazardous conditions may be removed.

The Home and Farm Accident Program was started October 1, 1935. During the week of October 28 to November 2, the schools will be asked for cooperation in this safety campaign. Prior to this week local Red Cross representatives will visit school authorities to enlist their cooperation. Schools enrolled as members of the Junior Red Cross will conduct the program as Junior Red Cross Projects. Schools will receive directly from the American Red Cross materials to assist in the preparation of special studies in the field of safety education, with particular attention on injuries in the home, their causes, and methods for prevention.

The State Department of Education requests the cooperation of local school authorities with the American Red Cross in this worthy effort for the prevention of accidents.

A NEW CALIFORNIA HISTORY

California Through Four Centuries is the title of a unique treatment of California history by Phil Townsend Hanna, published by Farrar & Rinehart, Inc. The book is organized as a chronology of important events and people in California history. Beginning with the discovery of California it carries the story into the year 1935, ending with February 1, when water storage was commenced at Boulder

Dam. An index to people, events, and places makes the book readily usable as a reference. An introduction and chapter overviews provide interpretation of the events treated in separate paragraphs.

The book should prove a useful reference for pupils and teachers and may well be accorded a place in school libraries.

A NEW EDUCATIONAL JOURNAL

The *Educational Scene*, a journal of the modern renaissance, is the name of a new educational journal, the first number of which was published under date of October, 1935. The journal has a board of editors consisting of Walker Brown, Ray Compton, M. E. Herriott, Robert Hill Lane, Elizabeth Van Patten, Charles H. Nettels, and Edwin H. Trethaway. Associate editors are William B. Brown, C. C. Trillingham, and John W. Wilson. Published at Hollywood, the new journal is distinctly a California enterprise.

In the first issue the editors announce their purpose as follows:

We believe that true democracy in the American sense, and in the best American tradition, calls for a free, full opportunity for discussion and the clash of opinion. The pages of the *Educational Scene* will be open equally to all—liberal and conservative, radical and reactionary, malcontent and vested interest. We shall foster absolute freedom of issues and freedom of speech. Our only stipulation is that all messages must be expressed with good taste, good judgment, and sincerity.

The *Educational Scene* will be published monthly during the academic year from October through June. The subscription rate is \$2 per year, and 25 cents for single copies.

INFORMATION FROM THE U. S. SECURITIES AND EXCHANGE COMMISSION

The Chairman of the Securities and Exchange Commission of the United States has asked that the following information be given to the teachers of California:

The National Educators Mutual Association, Inc., a Tennessee corporation, has been refused permission by the Securities and Exchange Commission to register its securities with the Commission for the following reasons:

1. The name of the organization is misleading,
2. The contract under which the organization sells its securities to investors is misleading, and
3. The financial condition of the organization is unsound.

NATIONAL MARK TWAIN DAY

The Mark Twain Centennial Committee has designated November 1, 1935, as National Mark Twain Day in commemoration of one of America's best beloved authors of literature for children. Several states have set aside this day for official commemorative exercises.

This occasion is appropriate for school exercises devoted to the life and work of Mark Twain. Such exercises could include an address on Mark Twain's life, readings from his works, dramatizations of events in his life or from his writing, reviews of his books, and appropriate musical numbers.

Essays for the Mark Twain essay contest, announced in the May number of *California Schools*, pages 176-177, must be submitted to the Mark Twain Contest Committee, Chamber of Commerce, Hannibal, Missouri, on or before October 15.

SUMMARY OF RESEARCH ON READING DISABILITIES

The National Conference on Research in Elementary School English announces its third annual research bulletin entitled *Reading Disabilities and Their Correction*. It contains an introduction by Dr. E. A. Betts, Superintendent of Practice, State Normal School, Oswego, New York, a summary of forty-three recent research studies in the field of reading difficulties, and an annotated bibliography of forty-six books and articles on reading disabilities. Copies may be obtained by addressing the Secretary, C. C. Certain, Box 67, North End Station, Detroit, Michigan. The price is 50 cents. Critical evaluations of this yearbook by Dr. Arthur I. Gates, Dr. Donald D. Durrell, and Dr. William S. Gray appeared in recent issues of the *Elementary English Review*.

A few copies of the second yearbook, *A Critical Summary of Selective Research in Elementary School Composition, Language, and Grammar*, are still available and may be ordered at 50 cents each.

PROFESSIONAL LITERATURE

REVIEWS

M. J. STORMZAND, and ROBERT H. LEWIS. *New Methods in the Social Studies*. New York: Farrar & Rinehart, Inc. 1935. Pp. ix + 223.

In the reorganization of secondary school curricula going forward throughout the country, the social studies have received more consideration than any other subject-matter field. New social studies courses have been added to the curriculum; content from the several social studies has been combined in single comprehensive courses centered about major human problems; new instructional methods have been proposed and are being tried. Many leaders believe that the social studies with reorganized content and with new teaching methods will constitute the very heart of the new secondary school curriculum.

Stormzand and Lewis offer this new volume to assist teachers in putting into practice certain of the new instructional methods proposed for the social studies. New plans originating in a few school systems have been gradually extended in use so that many of them are now meeting with widespread success. The authors have selected six principal innovations in teaching method for consideration: The Unit Plan, Workbooks and Study Guides, The Problem Method Based on Current Events, Socializing Class Methods, Laboratory Methods and Visual Aids, and Integration of the Social Studies with English.

A chapter is devoted to each of these subjects. New plans are described, contrasted with traditional methods, and evaluated from the standpoint of their success in achieving generally accepted objectives of the social studies. Practical assistance for the teacher who wishes to try these newer teaching methods is offered.

The authors do not advocate any one plan in preference to the others. Instead, the specific purposes and merits of each are presented so that the teacher may select methods in accordance with the particular purposes of the course being taught.

A chapter entitled *Modifying Traditional Methods* deals with the use of the textbook in connection with newer instructional methods, and offers a few suggestions for retaining worth while elements of traditional methods. The concluding chapter presents a good statement of social studies objectives.

Teachers will find in this book answers to many of their questions relative to the nature and purpose of currently proposed teaching procedures, and practical suggestions for putting them into effect.

IVAN R. WATERMAN

SAMUEL ENGLE BURR. *What is the Activity Plan of Progressive Education?* Cincinnati: The C. A. Gregory Co. 1935. Pp. 213.

Throughout the nation, elementary schools are putting into practice under one name or another the principles underlying the activity program. The movement is also making rapid headway in secondary schools. Probably no subject is receiving more attention in the educational literature. It is not untimely, however, for the appearance of another book on the subject. The present volume is written primarily as a text for classes in education but should prove of equal value to teachers in service, supervisors, and administrators.

The book begins with a list of purposes of the school, many of them at cross purposes with one another and certain of which would have been rejected by progressive educators. A selection is then made of those purposes accepted by advocates of the activity program and consistent with the general thought that the school should serve as the chief socializing agency of the community. Following is a brief history of the activity program beginning with the establishment of John Dewey's famous experimental school at the University of Chicago in 1896, but tracing certain elements to sources in earlier educational thought.

The point of view of progressive education is well set forth in a concise chapter which emphasizes the necessity for organizing learning experiences in terms of the needs, interests, and capacities of children. About one-half of the book is devoted to a consideration of units of work with outlines of typical units and short chapters with examples of how literature, dramatics, art, and music are particularly adaptable to the activity program.

Other topics treated are buildings, grounds, and equipment; the administration and supervision of an activity program, the need for research, particularly by teachers, and community relationships. Drill and review are shown to have a proper place in the activity program. The important factor of cost is treated by showing the cost of an activity program to be no greater than the cost of a traditional program. Practical suggestions are given for effecting a transition from traditional practice to the activity plan of progressive education.

The small size of the book precludes a detailed or exhaustive treatment of any of the aspects of the activity program which are considered. The subject is well covered, however, by giving a comprehensive overview of the subject which should give the prospective teacher, or the teacher in service a thorough understanding of the elements involved in the activity program.

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